

Institutional Effectiveness Partnership Initiative Advisory Committee  
Framework of Indicators (Year 3)

College/District Indicator	Brief Definition
<b>Student Performance and Outcomes</b>	
Completion rate (Scorecard):	Percentage of degree, certificate and/or transfer-seeking students starting first time in 2010-11 tracked for six years through 2015-16 who completed a degree, certificate or transfer-related outcomes
• College-prepared	Student's lowest course attempted in Math and/or English was college level
• Unprepared for college	Student's lowest course attempted in Math and/or English was pre-collegiate level
• Overall	Student attempted any level of Math or English in the first three years
Noncredit college choice	Each college may self-identify an indicator related to noncredit and provide a narrative of the result
Remedial rate (Scorecard):	Percentage of credit students tracked for six years through 2015-16 who started first time in 2010-11 below transfer level in English, mathematics, and/or ESL and completed a college-level course in the same discipline
• Math	See above
• English	See above
• ESL	See above
Transfer-level completion rate years 1 and 2	Percentage of degree, certificate and/or transfer-seeking students starting first time in 2013-14 and 2014-15 tracked for one and two years through 2015-16 who completed transfer-level math/English course
• Math year 1	Completed transfer-level math in year 1
• Math year 2	Completed transfer-level math in year 1 or year 2
• English year 1	Completed transfer-level English in year 1
• English year 2	Completed transfer-level English in year 1 or year 2
CTE rate (Scorecard)	Percentage of students tracked for six years through 2015-16 who started first time in 2010-11 and completed more than eight units in courses classified as career technical education in a single discipline and completed a degree, certificate or transferred
Successful course completion (Datamart)	Percentage of students who earn a grade of "C" or better or "credit" in the fall term
Completion of degrees (Datamart)	Number of associate degrees completed in 2015-16
Completion of certificates (Datamart)	Number of Chancellor's Office-approved certificates completed in 2015-16
Number of low-unit certificates	Number of non-Chancellor's Office-approved certificates completed in 2015-16
Number of CDCP awards	Number of Career Development-College Preparation awards completed in 2015-16
Number of students who transfer to 4-year institutions (Datamart)	Number of students who transfer to a four-year institution, including CSU, UC, or private university in 2015-16 <sup>1</sup>
CTE Skills Builders	The median percentage change in wages for students who completed higher level CTE coursework in 2013-2014 and left the system without receiving any type of traditional outcome such as transfer to a four year college or completion of a degree or certificate
Median time to degree	Median number of academic years needed to obtain an AA, AS or ADT degree for all students who received a degree in 2015-16
District participation rate	Percentage of 18-24 year olds living within district boundaries who are enrolled in at least one of the district's colleges
<b>Accreditation Status</b>	
Accreditation status	Latest ACCJC action:
	Fully Accredited, Reaffirmed
	Fully Accredited, Warning
	Fully Accredited, Probation
	Fully Accredited, Show Cause
	Fully Accredited, Restoration
Date of next visit	Informational item - no target collected.
<b>Fiscal Viability</b>	
Salary and Benefits	Salaries and benefits as a percentage of unrestricted general fund expenditures, excluding other outgoing expenditures
Full-Time Equivalent Students	Annual number of full-time equivalent students
Annual Operating Excess/(Deficiency)	Net increase or decrease in unrestricted general fund balance
Fund Balance	Ending unrestricted general fund balance as a percentage of total expenditures
Cash Balance	Unrestricted and restricted general fund cash balance, excluding investments

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OPEB Liability	The percentage of the OPEB liability that the district's set aside funds represents, including both funds in a trust and outside of a trust and designated for this liability.
<b>Programmatic Compliance with State and Federal Guidelines</b>	
Audit Findings	Modified opinion, material weaknesses, or significant deficiencies as identified in independent audited financial statements
• Opinion for the Financial Statement	See above
• State Compliance	See above
• Federal Award/Compliance	See above
<b>College Choice</b>	
College Choice	Each college may self-identify an indicator and provide a narrative of the result.
<p>1 Metric dependent upon external variables (UC and CSU transfer admission policy) and therefore collected as information. Colleges are NOT expected to identify a goal.</p> <p>Each college is encouraged to engage in their local shared governance process to set goals (short term and long term) for the subsequent year.</p>	